

## Appendix B

### Example Supported Independence Items

#### Spring 2007 Supported Independence English Language Arts and Mathematics Official Released Items and Sample Selected Response Items

The following items were released to the public following the spring 2007 administration of the Participation and Supported Independence assessments. Released item booklets containing these items can be found on the MI-Access Web page at [www.mi.gov/mi-access](http://www.mi.gov/mi-access).

#### Elementary Released Items (Grades 3-5)

##### **Supported Independence English Language Arts**

**EGLCE:** R.WS.e.SI.EG07

**ACTIVITY:** The student will correctly identify 3 words paired with pictures (from a set of 3 related and 3 unrelated words paired with pictures) associated with a leisure time activity, such as television, book, or computer, during the preparation for a classroom or individual leisure activity.

**SCORING FOCUS:** Identifying frequently encountered words related to a specific task

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#### **SCORING RUBRIC** *(Must have two people observing.)*

##### **Primary Assessment Administrator**

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**Supported Independence English Language Arts****EGLCE:** S.CN.e4.SI.EG02a

**ACTIVITY:** The student will communicate with effective body language by providing an acceptable amount of personal space (at least 18 inches) while communicating with another individual during group work on an instructional activity.

**SCORING FOCUS:** Using language to communicate effectively for different purposes

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**Supported Independence English Language Arts****EGLCE:** L.CN.e4.SI.EG01a

**ACTIVITY:** The student will correctly follow 2-step directions, while working with a small group, during an art or leisure activity. Directions related to tasks, such as collecting supplies, cleaning the work space, or returning supplies after the project, may be included.

**SCORING FOCUS:** Following 2-step directions

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**Supported Independence English Language Arts****EGLCE:** S.DS.e4.SI.EG01a

**ACTIVITY:** The student will promote self-advocacy by asking for assistance when a needed item is not available, such as a particular food choice, utensils, or napkins, during school lunchtime.

**SCORING FOCUS:** Promoting self-advocacy

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**Supported Independence Mathematics****EGLCE:** N.ME.e4.SI.EG01a

**ACTIVITY:** The student will correctly indicate or demonstrate knowledge of the term **same** while completing a familiar fitness routine such as bending, lifting, or jumping. For example the student could complete 10 jumping jacks and then be asked to, "Do the **same** amount of jumping jacks again," and the student correctly completes 10.

**SCORING FOCUS:** Demonstrating understanding of the term **same**

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**Supported Independence Mathematics****EGLCE:** G.TR.e4.SI.EG05a

**ACTIVITY:** The student will correctly deliver familiar objects or materials to 2 specified locations within the school. For example, the student could be given 2 messages for other teachers and be directed to, "Take one to Mrs. O'Brien and the other to Mr. Jones."

**SCORING FOCUS:** Demonstrating knowledge of routes used to navigate the school

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**Supported Independence Mathematics****EGLCE:** G.SR.e4.SI.EG03a

**ACTIVITY:** The student will correctly match 3 pictorial or outline representations of objects to actual items necessary to complete a familiar food preparation task, such as getting ready for snack or lunchtime. For example, 3 pictures of eating utensils could be placed on a table, then the student could be handed actual utensils and directed to, "Place each one of these on the matching picture."

**SCORING FOCUS:** Matching objects to their outlines

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**Supported Independence Mathematics****EGLCE:** M.UN.e4.SI.EG01a

**ACTIVITY:** The student will correctly associate the time of day with a familiar maintenance activity by indicating which of 3 sets of equipment is appropriate for the task. For example, if the student routinely cleans a table after snack time, he/she could be presented with the materials for table cleaning, the materials for sweeping the floor, and the materials for washing dishes and then asked, "What materials is it time to use?"

**SCORING FOCUS:** Associating time with common events of the day

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**Middle School Released Items (Grades 6-8)****Supported Independence English Language Arts****EGLCE:** R.WS.m7.SI.EG07a

**ACTIVITY:** The student will contribute 3 relevant items to a word family list (sets of related words) associated with travel, such as train, car, or school bus, during an instructional writing assignment.

**SCORING FOCUS:** Creating word family lists

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**Supported Independence English Language Arts****EGLCE:** S.CN.m7.SI.EG01a

**ACTIVITY:** The student will communicate with effective body language by providing an acceptable amount of personal space (at least 18 inches) while communicating with another individual during group work on an instructional activity.

**SCORING FOCUS:** Using language to communicate effectively for different purposes

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**Supported Independence English Language Arts****EGLCE:** S.CN.m7.SI.EG01a

**ACTIVITY:** The student will identify an animal of interest and use language to collect 2 pieces of information about that animal, such as where it lives, what it eats, or its size, during a research/instructional activity.

**SCORING FOCUS:** Using language to communicate effectively for different purposes

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**Supported Independence English Language Arts****EGLCE:** S.DS.m7.SI.EG01a

**ACTIVITY:** The student will promote self-advocacy by asking for assistance when a needed item is not available, such as his/her backpack, jacket, or assignment book, during the preparation time for dismissal.

**SCORING FOCUS:** Promoting self-advocacy

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**Supported Independence Mathematics****EGLCE:** A.FO.m6.SI.EGO6a

**ACTIVITY:** The student will correctly identify a missing component and the quantity necessary to complete a familiar art, craft, or vocational activity after being provided with all but one component. For example, the assessment administrator could provide the student with everything needed to complete a beaded necklace, except for string, and then ask, "What else do we need?" This activity requires the student to 1) recognize what item (string) is missing and 2) tell or show approximately how much is needed to complete the necklace.

**SCORING FOCUS:** Identifying the unknown component and quantity in an applied activity

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**Supported Independence Mathematics****EGLCE:** M.UN.m6.SI.EG01a

**ACTIVITY:** The student will correctly associate the time of day with a familiar cleaning activity by indicating which of 3 sets of equipment is appropriate for the task. For example, if the student routinely sweeps the floor after snack time, he/she could be presented with the materials for table cleaning, the materials for sweeping the floor, and the materials for washing dishes and then be asked, "What materials is it time to use?"

**SCORING FOCUS:** Associating time with common events of the day

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**Supported Independence Mathematics****EGLCE:** D.RE.m7.SI.EG01c

**ACTIVITY:** The student will correctly identify the location of a person to whom he/she will deliver a message or object. For example, the student could be directed, "Please take this note to Mrs. Smith. Where is her classroom?" The student may provide verbal directions or indicate the location on a map of the school.

**SCORING FOCUS:** Identifying what data are needed to solve a problem

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**Supported Independence Mathematics****EGLCE:** M.UN.m6.SI.EG01a

**ACTIVITY:** The student will correctly associate the time of day with a familiar maintenance activity by indicating which of 3 sets of equipment is appropriate for the task. For example, if the student routinely cleans a table after snack time, he/she could be presented with the materials for table cleaning, the materials for sweeping the floor, and the materials for washing dishes and then asked, "What materials is it time to use?"

**SCORING FOCUS:** Associating time with common events of the day

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**High School Released Items (Grade 11)****Supported Independence English Language Arts****EHSCE:** EHSCE.SI.2.3.1a

**ACTIVITY:** The student will identify/read 4 common vocabulary words associated with a selected vocational/employment goal, such as working in a restaurant, daycare, or grocery store, during an instructional activity focusing on occupations.

**SCORING FOCUS:** Identifying common vocabulary associated with occupations

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**Supported Independence English Language Arts****EHSCE:** EHSCE.SI.2.1.11a

**ACTIVITY:** The student will use effective listening and viewing behaviors for at least 10 minutes by demonstrating actions, such as orientation to the speaker/presenter, staying seated, or not interrupting, during a school assembly or program.

**SCORING FOCUS:** Using effective listening and viewing behaviors

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**Supported Independence English Language Arts****EHSCE:** EHSCE.SI.1.3.7a

**ACTIVITY:** The student will identify an animal of interest and use language to collect 3 pieces of information about that animal, such as where it lives, what it eats, or its size, during a research/instructional activity.

**SCORING FOCUS:** Using language to communicate effectively for different purposes

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**Supported Independence English Language Arts****EHSCE:** EHSCE.SI.2.1.10a

**ACTIVITY:** The student will promote self-advocacy by asking for assistance when a needed item is not available, such as his/her backpack, jacket, or assignment book, during the preparation time for dismissal.

**SCORING FOCUS:** Promoting self-advocacy

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**Supported Independence Mathematics****EHSCE:** EHSCE.SI.A1.1.1a

**ACTIVITY:** The student will correctly complete a series of familiar range-of-motion exercises containing the same number of repetitions. For example, the assessment administrator could start the student on the first two range-of-motion exercises then direct the student to, "Complete a third exercise." The student is required to engage in an appropriate range-of-motion exercise *and* complete the correct number of repetitions.

**SCORING FOCUS:** Identifying the unknown component and quantity in an applied activity

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**Supported Independence Mathematics****EHSCE:** EHSCE.SI.L3.1.1e

**ACTIVITY:** The student will correctly identify which of tools, such as a scale, tape measure, and measuring cup, is the correct device to measure the volume of an ingredient necessary to complete a recipe during a familiar food preparation activity. For example, if the student is engaged in mixing batter for pancakes, he/she could be shown a measuring cup, scale, and tape measure and then asked, "Which one do we use for measuring how much water we need?"

**SCORING FOCUS:** Identifying which tool is used for different types of measurement

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**Supported Independence Mathematics****EHSCE:** EHSCE.SI.G3.1.1a

**ACTIVITY:** The student will correctly indicate or demonstrate knowledge of the directional/positional terms **left** and **right** while completing a familiar dressing routine, such as putting on clothing to go outside for recess or home at the end of the day. For example, the student could be handed his/her coat and directed to, "Put your **left** arm in the coat first" and he/she inserts the left arm into the coat. Following that, the student could be given the directions to "Put your **right** arm into the coat."

**SCORING FOCUS:** Identifying the positions of objects in space using directional/positional terms

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**Supported Independence Mathematics****EHSCE:** EHSCE.SI.L1.1.1a

**ACTIVITY:** The student will correctly demonstrate knowledge of the term **greater than** while completing 2 familiar fitness exercises, such as bending, lifting, or jumping. For example, the student could complete 10 sit-ups then be asked to, "Do a number of arm raises that is **greater than** the number of sit-ups," and the student correctly completes more than 10.

**SCORING FOCUS:** Demonstrating an understanding of the term **greater than**

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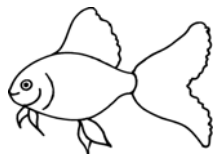
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**Example Elementary Selected-Response Items (Grades 3-5)****Supported Independence English Language Arts - Selected Response****EGLCE:** R.WS.e4.SI.EG01a**ITEM STEM:** Billy took his \_\_\_\_ to the park for a walk.**FISH****DOG****TREE****SCORING FOCUS:** Using context cues to recognize words**NOTE:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a fish, dog, and a tree.

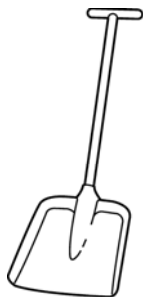
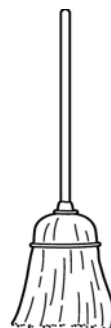
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**Supported Independence Mathematics - Selected Response****EGLCE:** G.SR.e4.SI.EG03a**ITEM STEM:** Hand or show the student a spoon and then ask, "Place this on the matching picture."**SHOVEL****SPOON****BROOM****SCORING FOCUS:** Matching objects to their outlines**Note:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a shovel, spoon, and broom.

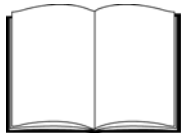
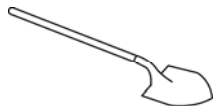
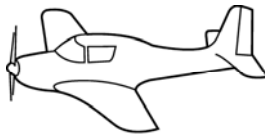
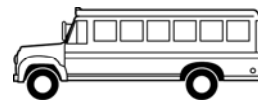
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**Example Middle School Selected-Response Items (Grades 6-8)****Supported Independence English Language Arts – Selected Response****EGLCE:** R.WS.m7.SI.EG01a**ITEM STEM:** Pick the 2 words that relate to school.**BOOK****SHOVEL****AIRPLANE****BUS****SCORING FOCUS:** Using context cues to recognize words**NOTE:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a book, shovel, airplane, and a bus.

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**SCORING RUBRIC** *(Must have two people observing.)***Primary Assessment Administrator**

- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

**Shadow Assessment Administrator**

- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

**Supported Independence Mathematics - Selected Response**

EGLCE: D.RE.m7.SI.EG01c

**ITEM STEM:** Which shows the best place to plant a flower?**CLAY POT****PET DISH****DRINKING FOUNTAIN****SCORING FOCUS:** Identifying what data are needed to solve a problem**NOTE:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a clay pot, pet dish, and drinking fountain.**SCORING RUBRIC** *(Must have two people observing.)***Primary Assessment Administrator**

- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

**Shadow Assessment Administrator**

- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
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**Example High School Selected-Response Items (Grade 11)****Supported Independence English Language Arts – Selected Response****EHSCE:** EHSCE.SI.3.1.5a

**Passage:** It was the last day of school. Ben Thought, “Gee, I will not be able to spend as much time with my friends now that school is over”. Alice thought, “Yeah! I will be able to ride my bike and go swimming every day this summer!”

**ITEM STEM:** Which character seems happy about school being over for the summer?



**SCORING FOCUS:** Identifying characteristics between text

**NOTE:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a boy and a girl.

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**SCORING RUBRIC** *(Must have two people observing.)*

**Primary Assessment Administrator**

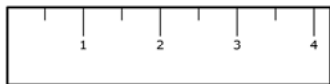
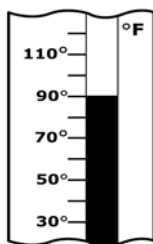
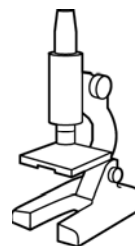
- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

**Shadow Assessment Administrator**

- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

**Supported Independence Mathematics - Selected Response**

EHSCE: EHSCE.SI.L3.1.1e

**ITEM STEM:** Which one tells you the temperature?**RULER****THERMOMETER****MICROSCOPE****SCORING FOCUS:** Identifying which tool is used for different types of measurement**NOTE:** The Primary Assessment Administrator will be provided with 8½ X 11 pictures of a ruler, thermometer, and microscope.

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**SCORING RUBRIC** *(Must have two people observing.)***Primary Assessment Administrator**

- 2** Responds correctly with no assessment administrator assistance
- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

**Shadow Assessment Administrator**

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- 1** Responds correctly after assessment administrator provides verbal/physical cues
- A** Incorrect response
- B** Resists/Refuses
- C** Assessment administrator provides hand-over-hand assistance and/or step-by-step directions